

COLLABORATIVE PLAN AND FUNDING CONTINUATION APPLICATION For Special Education Cooperatives

Indicator E – Parent Involvement

Updated 02-28-08

Kentucky Department of Education
Division of Exceptional Children Services
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SPECIAL EDUCATION COOPERATIVE:

Caveland Educational Support Center

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NAME OF FISCAL AGENT:

Green River Regional Educational Cooperative

CONTACT PERSON FOR FISCAL AGENT:

Liz Storey

Member Districts	Member Districts	Member Districts
<u>Allen County</u>	<u>Green County</u>	<u>Warren County</u>
<u>Barren County</u>	<u>Hart County</u>	
<u>Bowling Green Ind.</u>	<u>Logan County</u>	
<u>Butler County</u>	<u>Metcalfe County</u>	
<u>Caverna Ind.</u>	<u>Monroe County</u>	
<u>Cumberland County</u>	<u>Russellville Ind.</u>	
<u>Edmonson County</u>	<u>Simpson County</u>	
<u>Glasgow Ind.</u>	<u>Todd County</u>	

Federal Fiscal year 2008
School Year 2007-2008

Indicator E	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of impacting services and results for children with disabilities.
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1. *Analyze the data relevant to the indicator. Discuss any additional data that has been gathered.*

100% of records reviewed for the past two years have documented parental involvement or the district's efforts to include them through alternate means. In the past 4 years, the percent of parents who have actually attended the ARC meeting has risen from 79.86% in 03-04 to 86.30% in 06-07. When reviewing parent participation rates by district, we find that 15 of 17 districts document 80% or more of ARC meetings with parents in attendance. Glasgow Ind. and Monroe Co. had 59% and 72.5% attendance respectively.

According to the KCMP documents of most districts, parent surveys are completed and parents, in general, report positive feelings about their district's efforts to include them in the decision-making process. However, anecdotal data and reports from Jim Reed from KYSPIN inform us that there are some issues with parent involvement in our region.

There appear to be parents who are not educated about their child's disability and its effect on their educational program. Although districts make concerted efforts to inform parents of their rights, many parents are still unclear about the procedural safeguards in place for them and the district's responsibility for the education of their child.

2. *What are the possible root causes for the regional performance?*

Districts have made parental involvement in ARC meetings a strong focus in recent years. Many teachers contact the parent prior to determining the schedule for the meeting to seek their input. Multiple contacts are made to ensure parent attendance. Sometimes, meetings are rescheduled if parents fail to attend. If it is impossible to have parents physically present, efforts are made to include them by alternate means. The region has seen an increase in parents participating in meetings via conference call which provides for their participation even when work schedules conflict.

However, in spite of these efforts, we recognize that some parents are uncomfortable in the ARC meeting and are reluctant to communicate their thoughts. They also are often uninformed or misinformed about their rights and responsibilities and those of the school.

3. *What regional needs have been identified and prioritized?*

Participation in ARC meetings

- Encourage teachers to speak with parents prior to determining the date and time of the meeting.
- Continue to offer creative alternate means of participation
- Work to put parents at ease in ARC meetings by attention to entering the room together, seating, refreshments, child care, etc.
- Contact KYSPIN or the Family Resource Center to assist and support parents when needed

Education of Parents

- Encourage parent participation in the Parent-Professional Conference
- Refer parents to the Caveland website for resources (especially the links page and the "Due Process Guide" page)

- Send parents information about training opportunities
- Forward information from KYSPIN that is of interest to parents

4. List activities that will be conducted to maintain or improve regional performance in the table below.

Strategies/Activities	Responsible Person(s)	Timelines	Update
Administrative Support			
1. Provide Directors of Special Education with data on numbers of parents attending regional training opportunities.	Pam Coe	Ongoing	I-O
2. Continue to investigate root causes for rates of parent involvement in the region.	Pam Coe	9/06	I-O
Professional Development/Technical Assistance			
3. Provide parent trainings opportunities on subjects such as: <ul style="list-style-type: none"> • Autism • Transition • Life Building 	Pam Coe Deb Myers LeAnn Marksberry	Ongoing	I-O
Networking/Collaborating			
4. Provide support for Parent Support Groups.	Pam Coe Betsy Flener Paula Borland LeAnn Marksberry	Ongoing	I-O
5. Invite Jim Reed, KYSPIN and KYSAP, to Caveland meetings on a quarterly basis to update directors about issues pertaining to parents.	Pam Coe	Ongoing	
6. Add suggestions made by Jim Reed for encouraging meaningful parent participation to ARC Chair Training module.	Pam Coe	Ongoing	
6. Serve as a conduit of information related to parent education opportunities.	Pam Coe	Ongoing	

I=Implemented
IP=Implemented Partially
NI=Not Implemented

Update Codes
C=Completed
O=Ongoing
D=Discontinued

New Activities in ***bold italics***